Communication (C)

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.
1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.
1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text,	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting,	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting,	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting,

reflecting, constructing, and articulating new understandings.	constructing, and articulating new understandings.	constructing, and articulating new understandings.	constructing, and articulating new understandings.
1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.
2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2.4 Adapt speech to a variety of contexts and tasks, using	2.4 Adapt speech to a variety of contexts and tasks, using	2.4 Adapt speech to a variety of contexts and tasks, using standard	2.4 Adapt speech to a variety of contexts and tasks, using standard English when

standard English when indicated or appropriate.	standard English when indicated or appropriate.	English when indicated or appropriate.	indicated or appropriate.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Determine how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.
3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.	4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.	4.2 Analyze the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.	4.2 Evaluate the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Evaluate the effectiveness of the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Evaluate the effectiveness of the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.

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Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.	5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.
5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.